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FE WEEK

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FE Week



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YES, YOU

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SIX-MONTH EURO FUNDING DELAY 'COULD HAVE BEEN AVOIDED'

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Sector leaders have lashed out at the UK government and European Commission over a possible six-month funding gap for European Social Fund (ESF) contracts that they claimed "could have been avoided" — averting widespread job losses.

The SFA confirmed for the first time on Wednesday (June 3) that while current 2007 to 2013 contracts would close on July 31, it anticipated that "the earliest" procurement rounds for 2014 to 2020 contracts would "launch in July, with contracts issued in November".

However, *FE Week* understands this is likely to mean that large numbers of providers will not receive the first payments until January at the earliest.

A stand-off between the government and Euro bureaucrats over what role local enterprise partnerships (Leps) should play in ESF funding decisions will not have shortened the delay — and could even be the cause.

Indeed, Dr Lynne Sedgmore, 157 Group executive director, blamed the funding gap on "what appears to be a failure to achieve joined-up thinking between Westminster and Brussels around the role of Leps".

Stewart Segal, chief executive of the Association of Employment and Learning Providers, said "many training providers" had already cut costs in anticipation of the ESF funding gap.

"The disruption caused by these delays could have been avoided if providers had been involved in the development of programmes that will clearly need to involve Leps," he said.

A spokesperson for the Association of Colleges (AoC) said the funding gap "could lead to colleges having to close programmes and make redundancies".

She added: "When train franchises switch between different companies, the government makes sure there's no interruption in service. We need to understand what's gone wrong here."

Among providers where the gap is said to be behind staff cuts was Sheffield-based Intraining, part of the NCG group.

Its managing director, Linda Dean, told *FE Week*: "As our European-funded contracts end in July, and there is a clear gap until new tenders will be awarded, we regret this means we have 110 staff whose roles have been affected and will be leaving the organisation."

It comes after *FE Week* revealed in March that then-Minister for Communities and Local Government European Programmes, Lord Ahmad, had told Leps that only the London Lep would be allowed to "take decisions" over ESF funding.

The government had previously planned to give all 39 Leps a "direct role" in dishing out ESF cash, but his letter to them said the European Commission had barred this.

Alex Pratt, chair of Buckinghamshire Thames Valley Lep and former Lep Network chair, said the funding gap "does not come as a surprise", but "it is likely to have a massive impact for the sector".

The European Commission declined to comment, but an SFA spokesperson said: "Our timetable for ESF contracts is driven by the European Commission's timetable for their programmes."

The Department for Work and Pensions declined to comment on whether there would be a funding gap for its ESF contracts.

An Intraining spokesperson said that "consultation is ongoing" over up to 330 possible job losses unrelated to the ESF issue in addition to the aforementioned 120.

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NEWS

DON'T CUT ALLOCATIONS TO MEET SAVINGS TARGET, PLEADS SECTOR

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The government has been warned against looking to FE allocations to help meet Chancellor George Osborne's aim of a £900m in-year cut by the Department for Business, Innovation and Skills (BIS) and the Department for Education (DfE).

Each is staring down the barrel of £450m cuts this financial year — with FE budgets specifically earmarked for savings.

But neither has detailed how it might hit its underspend target from the Chancellor, which formed part of a package of measures aimed at reducing the public deficit by £4.5bn.

However, a BIS spokesperson said it would be "asking the SFA for advice on how savings can best be achieved in line with ministers' priorities around apprenticeships and priority FE participation funding".

Sixth Form Colleges Association deputy chief executive James Kewin and Association of Employment and Learning Providers chief executive Stewart Segal both warned the government against slashing SFA and Education Funding Agency allocations in-year.

Mr Kewin said the cuts were "troubling", and called for urgent detail of where the axe will fall, adding: "Colleges have already received their funding allocations for 2015/16 and have budgeted accordingly. To impose a cut to student funding at this late stage would be extremely reckless."

Mr Segal told said: "Providers will have made planning assumptions off the back of those allocations and although they might not be contractual it would be a real issue if they were changed at this stage."

Mr Osborne's announcement on Thursday (June 4) came just four months SFA boss Peter Lauener revealed providers were already facing cuts of up to 24 per cent. The cut is based on a 17 per cent cut to the adult skills budget, compounded by the protection of apprenticeships funding.

Martin Doel, chief executive of the Association of Colleges, said: "Colleges are working exceptionally hard to educate young people and adults and to meet government's objectives, including ensuring everyone reaches a good level of maths and English, there are sufficient number of traineeships and apprenticeships and providing higher technical and professional education. But if Ministers want this to continue they need to stop cutting college funding."

A BIS spokesperson said: "A significant proportion of the savings will be found through surrendering underspends, making efficiencies and reducing lower value spend.

"We will be asking SFA for advice on how savings can best be achieved in line with ministers priorities around apprenticeships and priority FE participation funding, and whilst safeguarding the resilience of the sector."

A DfE spokesperson said: "These savings will come from a variety of measures including expected departmental underspends in demand-led budgets, efficiencies and some small budgetary reductions."

FE WEEK NEWS IN BRIEF

College's school plan

Croydon College has re-submitted an application to open its own free school.

The college's initial proposal to open a 900-learner secondary school plus sixth form was rejected in March by the Department for Education, which said the plan needed "more detail".

If successful, the school, New Croydon Academy, will open in September 2017.

Croydon principal Francis Wadsworth said: "The school is genuinely needed and is such an exciting prospect."

She said she was "hopeful" the new plan, unveiled two months ago, would be approved by the Department for Education.

WorldSkills Team UK

The competitors who will represent the UK at this year's WorldSkills competition in São Paulo, Brazil have been announced.

To secure a spot on the team the youngsters were put through a gruelling four days of head-to-head competitions.

Between August 11 and 16, the 34 young men and seven young women will battle it out across 38 skills to be crowned world champions.

See feweek.co.uk for a list of every member of the WorldSkills Team UK.

VQ Day award winners

The 2015 VQ Day award winners will be announced tomorrow (June 9).

The awards due to be handed over during a ceremony at the Mermaid Theatre, Blackfriars, London, are for teacher of the year, employer of the year, and learner of the year.

The eighth annual VQ Day itself, which is a national celebration of vocational qualifications overseen by the Edge Foundation, will be on Wednesday (June 10).

Visit feweek.co.uk for a list of VQ Day events taking place across the country.

Taskforce under fire for 'earn or learn' name

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Prime Minister David Cameron's new troubleshooter taskforce that aims to ensure young people are "earning or learning" has started "on the wrong foot" — young people can do both, sector leaders have pointed out.

Downing Street announced on Tuesday it was launching implementation taskforces, made up of high-ranking Conservative MPs, to ensure government priorities spread across more than one department were being delivered.

The groups are due to start meeting in the next few weeks with focusses on, among others, housing, troubled families, extremism and youth unemployment — entitled by Number 10 as 'Earn or Learn'.

It contains Skills Minister Nick Boles and his predecessor Matthew Hancock, now Cabinet Office Minister, as chair and they will be tracking progress on the government's aim to create 3m apprenticeships by the end of the current Parliament.

Association of Employment and Learning Providers (AELP) chief executive Stewart Segal said the move was "potentially very helpful".

But he added: "Perhaps the first action would be to rename the group Earn and Learn which is the main feature of any good work-based learning programme."

Former principal policy officer for the National Institute of Adult Continuing Education Alastair Thomson agreed.

"This particular grouping starts off on the wrong foot," he told *FE Week*.

"There's nothing wrong with making sure all young people are earning or learning but smart policies would try to encourage and support those who want to do both at the same time."

Completing the make-up of the Earn or Learn taskforce will be, among others, Education Secretary Nicky Morgan, Work and Pensions Secretary Iain Ducan Smith and Chief Secretary to the Treasury Greg Hands.

A Downing Street spokesperson said the group would be "making sure policies are implemented, troubleshooting and fixing teething problems".

Mr Thomson described the taskforce as "a good idea".

"Too often policies get lost or distorted by departmental turf-wars," he said, pointing to Policy Action Teams, a similar initiative set up by Tony Blair's government in 1999 to work across departments.

"These came up with plenty of good ideas although their lasting impact was blunted by the Whitehall machine," he said.

He warned there was a "risk" that in trying to meet the 3m apprenticeship target the government could "end up diluting quality to achieve an arbitrary volume target".

Mr Segal said: "It's potentially very helpful that all of the major departments concerned with employment and skills are involved in this taskforce.

"It is a longstanding AELP view that we need a more integrated approach to employment and skills programmes which results in more people securing sustainable employment."

Martin Doel Association of Colleges chief executive said: "We will be seeking to discuss with all of the Ministers involved the essential role of colleges in delivering their ambitions."

Lynne Sedgmore, 157 executive director, said the formation of the taskforce was a "welcome step".

She said: "We have long believed a more joined-up approach to policy making is needed across government to achieve lasting impact and to avoid unintended consequences."

See feweek.co.uk for the list of all MPs on the Earn or Learn troubleshooter taskforce.

NEWS

DfE resit policy leads to GCSE campus chaos

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Colleges readying themselves for an impending Department for Education (DfE) policy have witnessed a dramatic rise in the number of English and maths GCSE exams that has left many struggling to accommodate learners.

One college even saw gridlock on nearby roads with bumper learner numbers on Tuesday (June 2) and also had to resort to using its principal's office to host exams.

Elsewhere, principals have hired external venues or partially suspended classes to provide rooms for exams.

The increase in candidates was caused by a DfE post-16 funding policy, due from August, requiring learners with GCSE grade D in English or maths to resit, alongside taking their other studies.

Many colleges piloted the requirement this year — and found themselves overwhelmed not just by booming GCSE numbers thanks to resits, but also clashes with the A-level and vocational exam timetable.

It has left colleges pleading with awarding organisations to change timetables for next year with separate English and maths GCSE days.

Havering College of Further and Higher Education, in East London, saw a rise of 159 per cent in those taking maths GCSE, to 591, while 763 students sat English GCSEs — a 137 per cent increase on last year.

Vice principal Asfa Sohail told *FE Week* that the office of principal Maria Thompson (pictured) was even commandeered in the quest to accommodate learners.









Every member of staff was also enlisted to invigilate and direct learners to exams, while mini-buses were placed on standby to transport students who turned up at the wrong campus.

Ms Sohail said: "We had to hire external venues, empty out classrooms and use staff offices — literally anywhere we could find."

She added: "We've got students who have failed three times and it's knocking their confidence.

"Government needs to look at improving learners' grades in school — we shouldn't be getting so many through with such low grades."

Meanwhile, East Kent College principal Graham Razey said he "had to effectively close" for three half-days to accommodate 450 candidates in rooms normally used for teaching.

At Exeter College, classes were re-roomed, a community centre was hired and 85 invigilators were drafted in to cover GCSE English, AS-level English language and other non-GCSE exams all taking place at the same time.

Assistant principal Emma Fielding said: "The focus on English and maths is critical, nobody's denying that, but what we would ask is that the policy is properly thought through — to put that expectation on us as a sector with significant funding cuts is really difficult, and for many colleges in the long run not possible."

And New College Swindon principal Graham Taylor said: "Our exams officer wrote to exam boards last year pleading for dedicated GCSE maths and English days because of the sheer numbers.

"They clashed with other 'big ticket' subjects so the logistics were a nightmare."

A spokesperson for the Joint Council for Qualifications (JCQ), which oversees the organisation of GCSE timetables, said: "In 2016 GCSE English/English Language will not be timetabled at the same time as any other GCSE or AS examination.

"For one of the GCSE maths timetable slots this has been possible in 2016 and further work will be taken on GCSE maths timetable slots in 2017 following the introduction of new linear specifications."

A DfE spokesperson defended the incoming condition of funding policy and said colleges were "making good progress" in preparing to implement it.

"It is vital that all those leaving education have high standards of maths and literacy," she said.

"That is why we want all young people who do not achieve at least a C in English or maths to continue studying until they reach that standard."

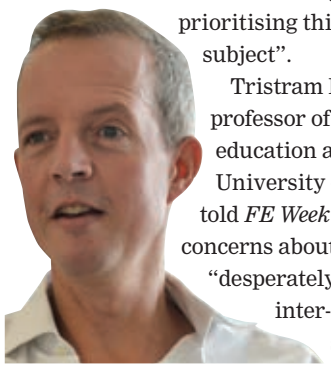
TWO MINISTERS, ONE CAREERS STRATEGY 'DESPERATELY NEEDED'

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The Department for Education (DfE) has overlooked Skills Minister Nick Boles (pictured below left) for its careers guidance remit — despite him having been handed the job for the Department for Business, Innovation and Skills.

Mr Boles, who serves as a minister in both departments, has been given BIS responsibility for post-18 careers advice, while Education Minister Sam Gyimah (pictured below right) was handed DfE responsibility for careers advice up to the age of 18 and for the government's new careers company.

It is a move that has led to concerns about a lack of "joined-up thinking" from the government on careers advice. However, a DfE spokesperson told *FE Week* that dividing the issue between two ministers was "evidence of how highly we are prioritising this important subject".



Tristram Hooley, professor of career education at the University of Derby, told *FE Week* he had concerns about whether "desperately-needed" inter-departmental strategy on careers would take place under the new model.

"I think that we haven't seen the direction that the current government wants to take on careers yet," he said.

"The signs at the end of the last government were that there seemed to be some improvement, the question is whether that will be sustained.

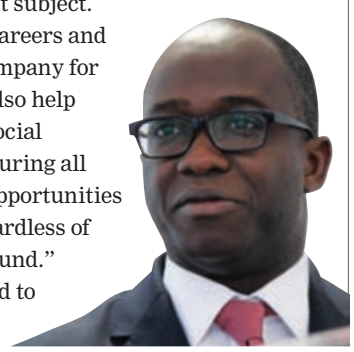
"The OECD [Organisation for Economic Co-operation and Development] review of career guidance policies argued that the strongest model was to have a lifelong guidance system. Instead in England we have multiple ministers in multiple departments responsible for fragmented services.

"There is a desperate need for some strategy here."

A DfE spokesperson said: "Two ministers having responsibility for two distinct areas of careers education — one focusing on young people up to 18 and one on adults — is evidence of how highly we are prioritising this important subject.

"Our new careers and enterprise company for schools will also help deliver real social justice by ensuring all pupils have opportunities to thrive, regardless of their background."

BIS declined to comment.



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Woodcock's journey up FE ladder under way

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John Woodcock, the Labour MP for Cumbria's Barrow and Furness, was appointed Shadow Education Minister for Young People last month.

It's a post that has seen a fair amount of change, with Mr Woodcock taking over from Yvonne Fovargue after she became Shadow Veterans Minister having had the education role for just seven months. She had gained the brief from Rushanara Ali after her tenure of a year.

Mr Woodcock takes on responsibility for 14 to 19 apprenticeships, vocational education, youth services and careers advice in Shadow Education Secretary Tristram Hunt's team, with Liam Byrne having retained the Shadow Skills Minister brief in Shadow Business Secretary Chuka Umunna's team.

The Labour shadow ministerial duo will be taking on Skills Minister Nick Boles, whose brief straddles both the Department for Education and the Department for Business, Innovation and Skills.

And with a few weeks of the job under his belt, *FE Week* caught up with Mr Woodcock to find out what his impression of the FE sector was and what he made of his new brief.



What qualifies you for the post and why do you think you got it?
I'm delighted to get the chance to serve in this capacity.

My experience as a constituency MP has been representing an area which has some of the country's finest apprenticeships in BAE, and GSK and others, an FE college — Furness College, which has been rated good again by Ofsted — as well as the sixth form college which is turning around.

FE and apprenticeships have long been recognised as fundamentally important to the community and the success of the local economy that I represent and I'm looking forward to getting to grips with the challenge nationally and hopefully helping to make this debate go from one which is too often on periphery of the ways in which government can help people and businesses to get on, and be absolutely part of the mainstream conversation.



BAE Systems organisation development specialist Paul West (left) with Mr Woodcock at the company's Barrow site in April 2011

Have you ever been to/visited a FE college? What did you think?
I was privileged to put a ceremonial golden bolt into Furness College's new building which has now been up and running for two years and is doing great stuff.

I started a summer school for 10-year-olds which took place in the college last year, and that was a great location — whenever you take young people into FE institutions that are doing well and have been able to invest in their facilities, it really does inspire those young people to want to achieve, but it can also help open their eyes to see there are many routes to the kind of success that they've just started thinking about, rather than simply the traditional school, sixth form, then university.

Have you ever visited an independent learning provider? What did you think?
That's one of the things I'm looking forward to — getting out and seeing some of the best examples of how those institutions work.

What is your experience of careers guidance?
Oh it's awful, awful, awful — this is one of the things where we have just got to get better.

I am not suggesting the system was right under the last Labour government, clearly it had real issues, but we have undoubtedly as a country gone backwards by placing responsibility on each individual school with everything else they are doing.

Too many schools do not have the capacity to reach outwards and bring people in from the world of work and it's something no one person as a guidance counsellor could ever manage — to give the breadth of opportunities that are out there.

One school working in isolation will always find it incredibly difficult, even if it has a laser-like focus on this will always struggle to deliver, so it's a service which I think cries out for partnership and collaboration, which has been made more difficult over the last five years, and I think we need to be rethinking our whole approach to this.

What are the top things in your shadow ministerial intray?
The difference between being a minister and shadow minister is so biting — not being able to effect change immediately in government.

I'm not going to pretend that I come in here as an expert with all of these answers and I think if I did I'd get pretty short shrift from the men and women who've been working in this field to do their best for students for many years.

So number one is getting out, listening and understanding what is happening in the range of areas across my responsibility. I am clear that we need to understand both the strengths of apprenticeships but also where we need to improve the system.

Apprenticeships have become a buzzword in Westminster of unalloyed good, and but I want to hear from the small firms who are concerned about the risk and the investment — I want to understand why that is and what governments can do to change the balance so those firms do feel it's in their interest to take students on. I want to really get into the guts of the FE sector, to understand exactly how it adds value at the moment both for young people coming up and for lifelong learning, and what the best role of government is to aid that process.

If you could have any role on front bench in future what would you want it to be?
A few weeks into being made Shadow Education Minister for Young People is not the time when I tell you what other jobs I want to do. I'm really happy to have been appointed to a subject which is close to my heart and is enormously important for the future of our country.

What do you think are the biggest challenges for those educating and training young people today?
I recognise that the funding situation has been disrupted over the years — they don't always feel that they've had a government that fully understands and values what they've given and is prepared to create an incentives system that rewards them in the right way for the work that they put in and the huge difference that they can make to people's lives. I want to hear more from them about how things are on the ground and what we ought to be doing differently.

Do you have any message for the sector?
What you do is critically important, you don't always get the credit for what you do and too often you've been in recent years struggling against the tide where people should have been making it easier for you. I want spend time listening to what you say before Labour comes up with any grand new announcement of how things should be.

Are you staying away from ladders (he escaped serious injury, but called himself an "eejit" on Twitter in 2012 after spending a night in hospital in 2012 having falling from a ladder while putting his wife's belongings in his attic)?
I've realised anything practical is not for me. I've been banned from doing any kind of DIY in the house. But I'm very glad to be back.

Visit feweek.co.uk for more of Mr Woodcock's interview.

An interview with new Business Secretary Sajid Javid was requested by FE Week following his appointment, but he was yet to respond by the time of going to press.

JOHN WOODCOCK CV

- Mr Woodcock started his career as a journalist for The Scotsman before dedicating himself full-time to politics
- He served as an aide to Lord John Hutton between 2005 and 2008, who at the time was Business Secretary and then Secretary of State for the Department for Work and Pensions
- Between 2008 and 2009, he was a political spokesperson for Prime Minister Gordon Brown
- He was elected as MP for Barrow and Furness in the 2010 election
- Five months later he became Shadow Transport Minister
- However, he stepped down from the brief in 2013 while recovering from a fall from an attic ladder. He later suffered depression
- He has served on the House of Commons defence committee for the past two years

LABOUR MPS PUT THEIR NAMES FORWARD FOR BIS COMMITTEE CHAIR

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Iain Wright



Roberta Blackman-Woods

Labour MPs Iain Wright and Roberta Blackman-Woods have launched bids to challenge Adrian Bailey for the chair of the House of Commons Business, Innovation and Skills (BIS) Select Committee.

Nominations for the post opened on Thursday after it was confirmed that the chair would be elected from Labour's stock of 232 MPs following negotiations between the main parties in Parliament.

Mr Bailey (pictured front), who served as chair during the last Parliament, has confirmed that he will seek re-election to the post.

And now Hartlepool MP Mr Wright, a former parliamentary under-secretary of state for 14 to 19 reform and apprenticeships, and City of Durham MP Ms Blackman-Woods, once a Shadow Business Minister and former member of previous guises of the education and business committees, have told *FE Week* they will be putting their names forward.

Mr Wright said the skills agenda was "vital" to addressing issues of Britain's competitiveness and productivity, adding: "I don't think there is sufficient co-ordination between education and business policy.

"I'd like the select committees to undertake more joint working to discuss education and business policy. I can see more scope for the BIS and education select committees to work together on key issues."

Ms Blackman-Woods said she had taken a "keen interest" in and held offices relating to business and skills since she entered Parliament.

She said: "I have previously been a member of the education select committee, the innovation and skills select committee, the science and technology select committee and the BIS select committee and so have a strong understanding of the select committee system."

The battle for the chair of the education select committee will be between Conservative MPs, and with former chair Graham Stuart having ruled himself out to seek election to chair the culture, media and sport committee, former Education Minister Tim Loughton and former committee member Neil Carmichael are among those who have thrown their hats in the ring.

Nominations close at 5pm on June 10 with elections by MPs due a week later.

Grade four Priory ordered to leave second apprenticeship Trailblazer

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Priory Central Services has been ordered to leave a second healthcare-related Trailblazer group following its grade four across-the-board rating from Ofsted.

Dr Terry Tucker, who chairs the Trailblazer group developing an adult nursing higher apprenticeship standard that also includes BUPA, told *FE Week* that she had sent a letter to the apprenticeship employer provider on Wednesday (June 3) confirming the decision.

"We have agreed to ask Priory to withdraw from the group until its Ofsted grading improves. A letter confirming this has been sent to Priory," said Dr Tucker.

However, she declined to comment on what grade Priory, which was served with a notice of concern by the Skills Funding Agency (SFA) in light of the 'inadequate' rating and currently offers healthcare training and apprenticeships to around 370 learners, would have to achieve in an Ofsted re-inspection to be invited back to the group.

A Priory spokesperson said: "We are disappointed by this outcome but we have a robust action plan in place to address all the issues raised by Ofsted.

"We are committed to continuously improving our standard of learning and development and hope to play a role in the [adult nursing] Trailblazer in the future."

Dr Tucker said Priory's former head of learning and development Janet Cowie, who finished full-time with the company in August but had still been representing it on the group as a consultant, would continue to help develop the Trailblazer, but no longer report back to her former employer.

Ms Cowie said: "I am going to complete the work that I started in my own right.

"I'm disappointed that it has come to this and think that the initial decision taken by the healthcare employers' Trailblazer group forced the hand of the adult nursing Trailblazer group."

It comes after *FE Week* revealed three weeks ago that Priory had been asked to leave a separate healthcare Trailblazer group, that designed level five assistant practitioner and level two support worker standards, because of the damning Ofsted verdict published on April 17.

As previously reported by *FE Week*, the Ofsted report on Priory, which runs the national medical chain that includes the famous London Priory rehabilitation centre, told how its training had "no significant strengths".

The Priory spokesperson declined to comment on whether it had responded to the letter "requesting that they end their involvement" from the healthcare Trailblazer group.

However, chair Jane Hadfield said Priory was "no longer involved" with the Trailblazer.

The Department for Business, Innovation and Skills declined to comment.

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Colleges 'come of age' at time of need for change

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From left: Ian Nash, Dr Lynne Sedgmore, book editor Ann Hodgson and Mick Fletcher

Senior FE and skills figures warned that colleges would have to change "more than ever before" to survive, at the launch of a 216-page book celebrating 'the coming of age of FE'.

The book, which focuses on the experiences of FE colleges since incorporation in 1993 and also considers their future, was unveiled at the Institute of Education (IoE), in Central London.

One of the book's 25 contributors, Mick Fletcher, a founding member of the Policy Consortium and senior IoE research associate, spoke to the audience that included former Whitehall FE and skills chief Dr Sue Pember and chief executive of the Association of Employment and Learning Providers Stewart Segal.



"Surviving and surviving in its current form are two very different things for FE. Colleges will have to adapt," said Mr Fletcher. He added: "Incorporation has done a lot of wonderful things, but people are still worried about many of the same things as they were all those years ago [around the time of incorporation]. Finance is obviously the biggest concern."

Dr Lynne Sedgmore, 157 Group executive director, also told the 120-strong audience of college, awarding organisation, union, and other sector membership body leaders that "we need to change perceptions of the sector".

This was something, she said, "we haven't managed in the 35 or 36 years that I have been involved, but I think we can focus minds on the important economic contribution that we make".

Kirstie Donnelly, managing director of City & Guilds UK, said: "We have to be more responsive to learners and what they need. They are going to be paying for their training, either directly or indirectly [through employers], so we need to listen to them."

She added: "We must be bold about technology and look at more innovative ways of delivering learners' needs."

The book was published by the IoE and was partly inspired by an *FE Week* supplement in April 2013 entitled Celebrating Twenty Years of College Independence.

Paul Grainger, co-director of post-14 research and innovation at the IoE, which published the book, said: "This is a very proud day for everyone at IoE. I think it is the first time that a book has gone into so much detail about the changing fortunes of our wonderful sector."

Visit feweek.co.uk for a link to buy the book, priced at £24.99 and entitled The Coming of Age for FE? Reflections on the past and future role of further education colleges in England. The book launch took place on Thursday (June 4).

See page 12 for an expert piece by Ann Hodgson

'NEWCOMER'S' VIEW OF INCORPORATION BOOK

Nikki Gilbey (pictured), head of learning, land-based at Chichester College, gives her view on Ann Hodgson's new book on FE.

For those of us who are relative newcomers to the sector, with less than a decade under our FE belts, this publication comprehensively covers a range of issues and topics that give a broad yet detailed understanding of, as described in the first chapter, this "important but visible sector".

Ann Hodgson, Bill Bailey and Norman Lucas's contribution, in opening chapter What is FE?, should be recommended reading for all politicians, teachers elsewhere in the education sector, employers, in fact everyone should read this.



The authors' sense of importance of the sector and the impact it clearly has on thousands of people shines through the data and descriptions of what FE colleges do, how they are managed and also how they have changed over the years since incorporation.

Hopefully this book will go a long way in changing the problem of the "low political profile" of the sector, reminding all who read it of the numbers of students who have successfully passed through the doors of colleges with qualifications, knowledge and skills and the dedicated staff at all levels who make that happen.



IAN NASH

Policy Consortium member, FE journalist and, along with Sue Jones, author of chapter eight — The Politicians' Tale — of The Coming of Age for FE? Reflections on the past and future role of further education colleges in England

Twenty one years of central government control

Politically, FE has been an instrument of central government control from day one of incorporation. It was soon apparent that "freedom" was tied to unrelenting "efficiency savings" — a euphemism for cuts.

Labour did bring huge funds and a heyday of lifelong learning expansion with former Education Secretary David Blunkett's vision in The Learning Age, but this was with hindsight remarkably short-lived and everything soon focused on skills in line with the Treasury-commissioned Leitch review demands for meeting skills targets.

From then on, if not before, FE policies of all parties converged. It became clear that Labour's big spending had brought false hopes as an unrelenting shift of emphasis on funding for skills priorities took precedence only to accelerate with ensuing spending cuts.

Considerable research evidence in support of wider lifelong learning as an effective means of social and economic inclusion — getting people on to the first rungs of the skills ladder — was swept aside as too slow. Has the skills push really achieved much? No, other than to minimise demands for employers to meet essential training costs.

With no-one other than government paying for FE and skills training in any substantial way, FE colleges were forced as ever to follow the money and, consequently, successive failing government skills-for-work strategies.

The constant effort to get employers on board too often ends in spending money on dead weight training and scams, with exaggerated claims on all sides about the success of apprenticeships and other schemes.

The answer from politicians of every political hue is to shift the focus to schools with the creation of University Technical Colleges, Career Colleges and the like. FE colleges were seen as suitable sponsors — particularly when businesses failed to come forward in significant numbers — but this meant they were yet again tarnished by the failures resulting from bad policies, poor strategy and lack of cash.

In the end, you could not get a cigarette paper between the policies of different political parties, with an increasing consensus around an ever-narrowing skills agenda and colleges taking blame for shortcomings while the schools sector and employers take the increasingly limited resources.

But if one thing is certain it is that colleges will creatively bounce back and — being the "adaptive layer" as defined by Dame Ruth Silver — will bail out those who fail the system created by the short-term strategies of politicians. And, when they do, they will yet again bear the brunt of blame for any perceived failures.

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The Future for Employment and Skills

The AELP National Conference 2015 will take place less than a month after the first Queen's Speech under the new government. Already we know that the legislative programme will contain a bill on employment and apprenticeships, while on his arrival back at Downing Street after the election, the Prime Minister announced apprenticeship growth first in hislist of priorities.

Our conference will therefore present an ideal opportunity to debate how the government's ambitions can be achieved and to measure all of the employment and skills priorities against the 10-point plan which was in AELP's own manifesto.



Conference Chair

Laura Kuenssberg, Chief Correspondent and Presenter for BBC Newsnight

Day One Speakers & Panel

A BIS Minister
Martin Dunford OBE, Skills Training UK & Association of Employment and Learning Providers
Stewart Segal, Association of Employment and Learning Providers
Jason Holt CBE, Holts Group
Professor Bill Lucas, University of Winchester
Dr Ann Limb OBE DL, SEMLEP
Jack Sawyer, Ingeus
Tom Bewick, INSSO
Dr Lynne Sedgmore CBE, 157 Group of Colleges

Day Two Speakers & Panel

The Employment Minister (Invited TBC)
Martin Dunford OBE, Skills Training UK & Association of Employment and Learning Providers
Stewart Segal, Association of Employment and Learning Providers
Professor Dan Finn, University of Portsmouth
Chris Peel, Interserve Learning and Employment
Laura-Jane Rawlings, Youth Employment UK
David Russell, The Education and Training Foundation
Mark Dawe, OCR
Peter Marples, 3aaas
Douglas McCormick, Sweett Group and UKCES Commissioner
Peter Lauener, SFA & EFA

Delegate Feedback from 2014 Conference Attendees

"Very well organised, good to look into the future and get inspired by a great chair and an impressive line-up of speakers and organisations. Good work is being done!"
"Very good investment in time, well worth the cost. Thank you."
"A good reinforcement of changes to policy, forthcoming challenges and initiatives."
"Well done to the team! I am going home buzzing."

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www.aelpnationalconference.org.uk

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FE WEEK

FE WEEK COMMENT

Joined-up solution to joined-up problem

If there's one thing that's emerged this week, it's that joined-up working (or rather the lack of it) inside government, and with other national bodies, is just one of the problems affecting FE.

It's a feature of our front page story, where squabbles over the role of Leps between government and the European Commission appear to be behind a delay of potentially six months in ESF funding.

It's a delay that will result in job losses at providers who would deliver programmes with this cash, with the only question being just how many job losses will be suffered.

But joined-up working would seem to be behind Skills Minister Nick Boles' dual role in the Department for Education and the Department for Business, Innovation and Skills — and yet the former department thought it wiser to give its responsibility for careers guidance to another minister despite the latter department giving its careers guidance brief to Mr Boles.

If the new earn and learn (I'm happy to push for a rename that truly reflects what FE can offer) taskforce is therefore really to get the government on track in the race to 3m apprenticeships, then effective inter-departmental, not to mention international, working should there be among its first considerations.

Second only to offering the sector some protection from Chancellor George Osborne, of course.

Chris Henwood
chris.henwood@feweek.co.uk

TOP XX TWEETS

@MattAtkinson1: So surprise in year cuts in BIS and DFE to impact on FE. There is a difference between deficit reduction and sector destruction

@Crissietoff: It would seem FE are in the firing line again for cuts. Does no one realise that FE puts right those failed by schools and develops skills?

@IainWrightMP: Flogging off rest of Royal Mail, cuts of £450m of cuts to HE and FE and £200m to public health, no way for Govt to sneak out announcements

@Bret4Northfield: Just heard the horrific new set of cuts to hit #FE This will cause lasting and irreversible damage to Britain's workforce and skills base

@anthonypainter: I won't even speculate whether £450m cuts in both BIS and DfE will fall on FE. Of course it will. Destructive



Internet watch ban example of 'block on progress'

@FCDWHITTAKER
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A college's exams blanket ban on watches over fears learners could use outlawed web-enabled smart watches has been branded "a classic example of how the assessment and accountability system inhibits innovation and progress".

North Nottinghamshire College (NNC) said it took action because smart watches were becoming increasingly similar to normal watches — and it didn't want to risk cheats sneaking internet devices past invigilators and into exam halls.

But Bob Harrison, a member of the Further Education Learning Technology Action Group (Feltag), criticised the move, claiming the assessment system needed to "catch up".

He said: "The key message of the Feltag report was to ensure 'the agile evolution' of the FE sector to ensure it is fit for purpose for the digital age.

"This is a classic example of how the assessment and accountability system inhibits innovation and progress.

"In the week that Google and Levi's announced joint working on wearable computers this just confirms the need for our assessment system to catch up and reflect the digital age and not try and ban it."

Martin Hamilton, from education technology charity Jisc, suggested emerging technologies could one day be embraced by colleges.

He said: "What this is really symptomatic of is the shrinking and embedding of technology to the point where it will become increasingly hard to tell who is using it and how.

"Invigilators might well spot a student spending a lot of time fiddling with their watch, but who's to say that Bluetooth-enabled hearing aids aren't relaying exam hints and tips from a phone?

"As technology becomes ever more deeply engrained in our lives, I think we will find that assessment changes too, to be much more about demonstrating how a learner can effectively marshall the wealth of open information to be found on the internet to demonstrate a point, solve a problem or create a coherent argument.

"Perhaps it won't be long before most exams are open book, and the sign at the door of the exam hall reminds students how to connect to the wireless network."

But NNC director of quality David Barnett defended the ruling, telling *FE Week* the college was just extending existing rules set by the Joint Council for Qualifications which prohibit the wearing of watches with any data or web capability in exams.

"Previously we have felt we have been able to identify these types of watches through the use of invigilators," he said.

"Obviously, with GCSEs we have a high volume of exam entrants, and with the advances in technology it is more difficult to tell the difference between types of watches, as a lot of the smart watches look like normal analogue watches.

"All candidates already have a mobile phone pouch on their desks, and we are asking them to put their watches in there too.

"It just seems like the best way of dealing with these advances in technology without causing disruption."

COMMENTS

Key founder college quits Gazelle amid membership review

At last it appears this outrageous spending by colleges on the "The King's new suit of clothes" is coming to an end. Unfortunately it is too late for many students and staff that have suffered at the hands of some member colleges with poor financial performance and which can't even balance their own books let alone promote entrepreneurship. Next time you come up with a three E mantra, include a fourth — Education.
Mick

As a long serving lecturer at NHC, I can only say that I am very saddened by this decision. Which, like all decisions now, was taken without any consultation with the workforce. Under Fintan and Signe's leadership the emphasis was on students, teaching and curriculum innovation. All Matt appears to be interested in is making job cuts and saving money, which I expect is the motivation behind his decision.
Lee

Ofsted scrapping of graded lesson observations 'right'

I have always believed that there should be more use of very good lecturers with planned programme of peer or paired improvement. The graded number was just a number, what's really important is a holistic process of improving the teaching and learning.
David Hughes

Can FE be measured without grades? If grades aren't given how will Ofsted ensure institutes are fit for purpose?
@ucdoncasterPGCE

My life just got better ;-)
@paul_d_stevens



Dear Dr Sue

Email DrSue@feweek.co.uk for help from sector agony aunt Sue Pember on the third Monday of every month. The best question wins a £100 Amazon gift card

THE SUNDAY TIMES

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The world of further education will be celebrated at the Sunday Times Festival of Education later this month with a dedicated strand organised by the Association of Colleges.

It will highlight the exemplary work of further education colleges and examine how they help young people learn vocational skills and gain qualifications that businesses need.

The Festival, set in the beautiful grounds of Wellington College, Berkshire, offers an eclectic mix of keynote speeches, interactive workshops, debates and free CPD sessions designed for senior leaders, managers, lecturers, teachers and students, along with an array of activities for all ages. Festival goers can take the opportunity to hear from a large number of speakers, including Rt. Hon. Nicky Morgan, Sir Ken Robinson, Sir Michael Wilshaw and Carol Dweck.

FE STRAND SESSIONS INCLUDE:

DAY ONE
THURSDAY, JUNE 17

10:00 – 10:40 Teaching in Further Education
Chaired by Kim Clifford, Principal, Cirencester College

11:30 – 12:10 Social Action: Gaining skills for work, through action for community benefit
Chaired by Dame Julia Cleverdon DCVO, CBE, Step Up To Serve

14:00 – 14:40 The vision for entrepreneurial colleges
Chaired by: Gill Clipson, Deputy Chief Executive, Association of Colleges

16:10 – 16:45 How to successfully deliver English and maths to 16-18 year-olds
Chaired by: Nick Linford, Author, The Complete Guide to Funding Apprenticeships and former Editor of FE Week

DAY TWO
FRIDAY, JUNE 18

10:00 – 10:40 Fit for Work, Fit for Life
Chaired by: Richard Atkins, President, Association of Colleges

11:30 – 12:10 Changing the face of FE
Chaired by: Martin Doel OBE, Chief Executive, Association of Colleges

14:00 – 14:40 Skills competition: Raising the standards of learning and teaching
Chaired by: Carole Stott MBE, Chair of AoC and Find a Future

14:50 – 15:30 The value of Vocational Skills and Experiential Careers Advice
Chaired by: Carole Stott MBE, Chair of AoC and Find a Future



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PROFILE



QUALIFIED LANGUAGE

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Amanda Spielman does not consider herself a pedant, but is a self-confessed hater of unclear or "fuzzy" language.

She doesn't want to sound like someone who writes to newspapers complaining about the state of modern English and signing off, as she puts it, "Disgusted, from Tunbridge Wells".

"Of course language has to grow and change," says Ofqual chair Spielman.

"But in so many areas of real life we have to deal with fuzziness and muddiness of ideas — I have a permanent desire to clean the fuzziness out."

Talking to Spielman, aged 54, you realise this desire is born of an inquisitive, quick-moving and logic-driven mind that doesn't have time to be cluttered.

"It's a really small thing, but I cannot stop myself noticing when they ask me to take my personal belongings from the train — what are my impersonal belongings?" she questions.

And working with education policy, clarity and precision have become a bit of a "personal quest" for the mum-of-two.

"With my responsibilities for education, it's all about making sure you don't inadvertently make everything harder for people who have to work in the system," she says.

"So I am always trying to make sure that things are properly thought through and expressed, so you get the best discussion.

"You can end up not having the right conversations that genuinely get value from people's knowledge just because you've framed a conversation wrongly."

When she was seven years old, Spielman wanted to be involved in education — as a professor of medieval history.

Mum Olivia, a university professor, and dad Sebastian, a civil servant, had met at Oxford, so "there was always plenty of academic push," says Spielman.

But dreams of following in her mother's footsteps faded as she got older.

"I grew out of it, fortunately," she says.

"I'm not cut out for staying focused on a single issue in quite a solitary way through three or four years of a PhD.

"I like fixing and sorting things, and I like lots of interaction with people, the discussion that breeds human advancement."

Spielman was born in London but the family moved to Glasgow when she was five before transferring to a Dorset boarding school when she was 10, followed by studying A-levels in London.

Through all the different schools, one thing remained constant — her love of maths.

"Mathematics is absolutely fascinating," she says.

"It's not something that's simply a matter of instinct and appreciation — it involves developing a very structural understanding of an immense library of concepts and being able to bring them to bear on problems, and suddenly make things that were previously inexpressible, expressible."

Inspired, Spielman set out to study maths at Cambridge University, but was disappointed by the experience.

"Cambridge wasn't very interested in teaching undergraduate mathematicians at that point," she says.

"So they ran the course in a way that gave the first years as little attention as possible and then seeing who stays the course — and between a quarter and a third of people would change at the end of the first year, which was a terrible waste."

And, "miserable" because of the teaching, Spielman became another one of the drop-out statistics and, as she began to realise she had "quite a practical bent and liked to fix things", she instead set her sights on a career in business by transferring to a law degree.

After university, and with an eye on the business world, Spielman trained as a chartered accountant with KPMG — a process which in many ways, can be likened to an apprenticeship, she says.

"In my regulatory work, especially stuff about apprenticeships recently, it has been fascinating for me to realise quite how much I've been shaped by having been through an apprenticeship-like experience myself in that context," she says.

And the experience was, she says, much more demanding than academia.

"At university, unless you have formidable levels of self-discipline, it's quite easy not to work," she says.

"Whereas in accountancy training, you are working quite hard and absorbing a lot of new stuff, and you were there in the office, with very clear tasks and expectations for the day or the week."



It's a personal thing

What's your favourite book?
It changes every couple of years, but at the moment it would be Sea of Poppies by Amitav Ghosh. And my other favourites are Wolf Hall and Bring up the Bodies by Hilary Mantel. I love Hilary Mantel, she's remarkable. The elegance with which she can turn a thought and a phrase is just sensational

What do you do to switch off from work?
Besides reading? I knit. I knit when I'm walking down the street. I knit on the train. I knit watching television, anywhere. I like complexity. Sometimes it's in shaping, sometimes patterning, but I don't turn out big granny sweaters — I like interesting pieces.

I like doing things with my hands. I like cooking, I like baking, and the day job is so much about thinking and so much conceptual stuff as well, and having something that's practical, constructive and creative provides a lovely balance

What's your pet hate?
Clumsy language. People not thinking clearly, especially when things need clear thoughts — so allowing things to turn into morasses of fuzzy language

If you could invite anyone, living or dead, to a dinner party, who would it be?
There was a famous ball on the eve of Waterloo, so instead of a dinner party I'd like to go there, to be looking over the shoulder of the Duke of Wellington, to be eavesdropping on all the conversation there

What did you want to be when you were growing up?
A professor of medieval history

Spielman on a hilltop above Palmyra, Syria in 1988



Spielman aged eight



Spielman in a school photograph from Dorset's Newton Manor School (now private homes), aged 12





From left, Spielman's daughter Flora, Spielman, her husband Mark and daughter Polly on a family holiday in Egypt



Spielman at Swindon Railway Workshop Ltd, 1990

And it was an atmosphere that Spielman thrived upon.

"Most of my life, if I've felt I'm really learning something, I'm happy," she says.

"I love being exposed to, and getting the hang of, new things."

In 1993, she became a director at Bridgewater Business Analysis, and it was here she met her now-husband Adam, in what she describes as "one of the bravest bits of matchmaking ever".

Adam, a friend of Spielman's business partner, had come into the office to borrow a computer and printer for a job application, and the two fell into conversation.

"A mutual friend of ours, who also worked there, saw us chatting and saw the body language was good," explains Spielman.

"I was single, and Adam had a girlfriend, but this mutual friend didn't like the girlfriend, so a week or so later, he told us separately, and completely untruthfully, that each of us had confided in him about really fancying the other.

"Adam asked me out, and one thing led to another."

The couple moved to America in 1995, where Spielman took up roles at Mercer Management Consulting in Boston and then at finance group Nomura International in New York.

It was while living across the pond, "outside the UK and looking back," that Spielman began to reconsider her career.

"Words have completely different meanings — for example, for me, 'liberal' has always been a good word with nice connotations," she says.

"In America, liberal is a dirty word with completely different overtones and that led me to a whole process of unpacking the cultural assumptions that underlie the system.

"So in the UK there's a very strong, and very particular concept of egalitarianism that underlies the whole education system, and has done ever since the war, and there's very much an all-party consensus on it.

"But that's not the case everywhere, so different education systems result from rather different cultural assumptions."

Spielman began to realise she had done her time in the city — and worst of all, she was no longer learning anything, so she sat down to work out what else she was interested in.

"And I realised ever since I was a child I always read everything I could come across about education — it was a lightbulb moment," she says.

So, on her return to London, Spielman took up an "absolutely gripping" master's degree in comparative education and spent two years as a freelance education consultant.

In 2004, she met one of the trustees of Ark, an international children's charity set up by a group of hedge fund investors, which was looking to set up an education wing in the form of sponsored academies.

"During my studies, I'd got interested in the education programmes and curricula that were most effective for the most disadvantaged and lower ability children, and wanted to find somewhere I could pursue that interest — and here was Ark," she says.

The success of Ark Schools, now a chain of 31 schools with 15,000 pupils, thrust Spielman into public debate about education policy — and sparked an interest in how qualifications could be used to "make true opportunities and progress available to everybody".

When the Ofqual job came up, Spielman grabbed it and came fact-to-face with the world of FE.

"I think your head sort of explodes from the complexity of it, doesn't it?" she says.

"There are remarkably few people, I think, that truly understand the system in all its complexity, so it's about finding the right sort of checks and balances."

And, she says, she's determined to ensure Ofqual keeps a focus on FE.

"Of the things Ofqual does, I think some of the most significant things that we do, and especially have done in the last year, have been around vocational education and the QCF and so on," she says.

"But how much coverage does it get compared with every wrinkle on GCSE and A-level? Almost nothing."

But one thing that will help FE, she says, is of course, clear, un-fuzzy language.

"In the QCF consultation meetings I could really see where a lot of thinking had gone in to how we express this in the language of the people who work in this area — the technical language that regulatory conditions often have to be couched in to do the job they need to do, but to make sure the conversation was happening at the right level, and expressed in the terms that have that meaning" she says.

"And I was obviously very pleased by that."

EXPERTS



THE INDY SCENE

John Hyde is the chairman of HIT Training, a hospitality training provider that operates across England, and on the second Monday of every month he writes in *FE Week* about issues affecting independent learning providers

At the prestigious city headquarters of the Bank of New York last month we presented the first group of 12 managers from Aramark, the incumbent caterer on the BNY (Bank of New York) Mellon site, with their level four hospitality higher apprenticeship certificates.

Andrew Main, the UK chief executive for Aramark, and Jill Whittaker, HIT managing director, made the presentations.

We have been working with Aramark and People 1st to pilot this first cohort of learners on this new higher apprenticeship programme and partnered with University College Birmingham for some of the theoretic input.

HIT has been at the forefront of hospitality management apprenticeships and Aramark already has two further cohorts undertaking this programme. It has been a sharp learning curve for the HIT trainers and assessors involved as well as our local staff who acted as mentors to the individual management apprentices at their sites throughout the country.

The benefits of the programme have already been seen within the company and one of the apprentices was able to use her level four qualification to gain a work permit to take a promotion to Aramark's head office in America.

From HIT's point of view, it has enabled us to develop staff with previous hospitality management experience to deliver these higher apprenticeship programmes.

It is another way of retaining and motivating proficient trainer-assessors to utilise their expertise outside of our core level two and three delivery.

As learner numbers increase, we continually require more trainer-assessors but not necessarily more management posts. Therefore to retain the best trainer-assessors without promotion prospects, we need to make their role more interesting and demanding and also provide the opportunity to increase their salary by undertaking higher apprenticeship or specialised trainer-assessor roles.

With nearly 300 learners currently on level four hospitality management higher apprenticeship programmes and a further 145 on the level five care and social care leadership higher apprenticeship there is plenty of scope for our trainer-assessors.

The government response to encouraging the growth of higher apprenticeships is certainly the way forward, particularly to fill the vacuum left by the polytechnic technician grade vocational programmes that had almost disappeared with the inappropriate rush to degrees for all.

The bias between academic and vocational learning becomes irrelevant. In fact, the training of airline pilots and doctors with their combination of theory and practical training is an apprenticeship by any other name.

One of the main learning curves for HIT in delivering level four and five higher apprenticeships is the level of ability of learners put forward by their employers for these programmes. If ever initial assessments are needed, then learners who have left education without A-levels or a degree, really need to be screened for their maths, English and IT skills before commencing a higher apprenticeship.

It seems unreal that learners on these higher apprenticeships have 'special learning needs' that have been hidden since leaving school.

We must ensure that effective initial assessment is written into all the Trailblazer higher apprenticeship standards and provision for continuous external assessment, as it is unlikely most employers will have the skill set to undertake competence assessment of their own employees at levels four and above throughout the programme.

The government response to encouraging the growth of higher apprenticeships is certainly the way forward, particularly to fill the vacuum left by the polytechnic technician grade vocational programmes

Similarly, with the constant changes in professional cookery products and cooking techniques, regular revision of the Trailblazer standards needs to be maintained, or the National Occupational Standards maintained and updated and mandated to be the finite skills index for the trailblazer standards.

Finally, we are likely to hear next week, half way through June and halfway through the final quarter of the academic year, if any growth cases have been approved. We will have just six weeks to spend a whole quarter's growth.

Ideally these decisions should be released by the Skills Funding Agency (SFA) at the end of April to allow providers a full quarter to deliver. Otherwise individual providers will underperform on their growth allocations and be criticised again by the SFA.



PROFESSOR ANN HODGSON

Editor of The Coming of Age for FE? Reflections on the past and future role of further education colleges in England, director of the Institute of Education's (IoE) Learning for London and co-director of the Centre for Post-14 Research and Innovation at the IoE

Time for new post-incorporation model for general FE colleges

After more than two decades of freedom from local authority control, general FE colleges are today operating in a different social and economic climate to the days when they were incorporated. Ann Hodgson makes the case for a new post-incorporation college model.

It's more than 20 years since FE colleges gained their freedom from local education authorities, so high time to reflect on whether the model of incorporation designed for the late 20th century remains fit for purpose.

The recently published book The coming of age for FE? Reflections on the past and future role of further education colleges in England argues that the current social and economic circumstances suggest the need for a new post-incorporation model.

Incorporation has undoubtedly played its part in the considerable achievements made by FE colleges over the last two decades.

Post-16 participation, retention and success rates have risen, college buildings have been transformed, regular national and international skills competitions have showcased the excellent work that colleges support and many now have an international as well as a national and regional reputation.

However, there have also been downsides.

Staff morale remains fragile and conditions of service for staff in FE colleges do not match those in schools or universities.

Notable instances of poor management style and 'gaming' behaviour have tarnished the reputation of the sector with clear winners and losers in the competition for survival. There has been a relentless driving down of student course hours and national funding steers have sometimes led colleges to put financial viability above the needs of students, employers or their relationship with the local community.

Of course wider social, economic and political factors have also had a powerful influence on the way that colleges operate. Colleges are key partners in economic growth but also highly susceptible to changes in the economy and labour market.

Austerity is now the name of the game and colleges will only thrive if they contribute to economic prosperity. Given this context, the book suggests colleges can play a unique role as local/ regional economic and vocational hubs with a key focus on lifelong learning, allowing them to return to their traditional roots and to exploit their expertise in and facilities for technical, vocational and adult learning.

In order for colleges to take on this role, however, other providers in the locality have to play their part in local/regional collaborations.

At a time when all young people need to be in some form of education or training until the age of 18, school sixth forms and sixth form colleges have to take on greater responsibility for all levels of general education rather than focusing narrowly on level three provision, leaving colleges as the primary providers of vocational education and training.

National funding steers have sometimes led colleges to put financial viability above the needs of students, employers or their relationship with the local community

When funding is so tight, there simply is no room for wasteful duplication of provision at the local level. This does not suggest a one-size-fits all approach to each locality or region; each area would need to determine the most appropriate configuration of provision based on demographics, employment patterns, transport links and geography.

This model suggests much greater devolution of responsibility for decision-making to the local or regional level. National government needs to move away from top-down policy levers that focus on competition between providers for students and funding; high-profile performance measures that highlight institutional ranking; punitive inspections that encourage conformity rather than innovation and the constant introduction of new types of providers into the system to stimulate the market.

Instead, it should be developing a facilitative national policy framework that sets national standards, priorities and objectives but encourages a climate of longer-term planning, area-wide funding and jointly owned performance measures related to learner progression and destinations.

The future viability and visibility of FE colleges — both currently under threat — arguably lies less in being a discrete national sector and more in their role as hubs for the building of vibrant local and regional high skills ecosystems.



ANDREW HARDEN

University and College Union head of FE

A call to demonstrate what FE and its workforce can offer

Andrew Harden reflects on FE events at the UCU 2015 congress in Glasgow.

The University and College Union's (UCU) first annual congress under the new government took place in Glasgow recently.

The two-day event included a special sector conference attended by delegates from across the FE sector and a joint conference with colleagues in higher education.

The FE sector conference covered a range of topics — from pay and conditions to professionalisation, accountability and equalities — reflecting the breadth of interests and concerns among UCU members.

Delegates warmly welcomed news that Ofsted will no longer grade lesson observations from September 2015, hailing the decision as a positive step forward. While concerns remain about internal lesson observations and other elements of performance monitoring, members agreed that the decision not to grade observations was helpful progress.

Unsurprisingly, though, the majority of the discussion at conference was framed by the decision of the last government to cut up to 24 per cent from English FE budgets next year, as well as the even deeper cuts facing colleges in Wales and Northern Ireland.

Delegates expressed major fears about the impact of funding cuts on colleges and learners, and the direction of travel of the current government in prioritising apprenticeships over other provision. They were clear that spending reductions which led to course closures would seriously affect equality of access to learning, particularly for learners from disadvantaged backgrounds. Several of the motions referred to specific concerns about the impact of the cuts on equality groups, with plans made for audits to be carried out looking at the likely effect of cuts on different groups.

More broadly, members expressed concern about the impact that reduced capacity in the sector would have on the student experience.

Delegates linked funding reductions to rising workloads and bigger class sizes, both of which are increasing stress levels in the sector and diminishing lecturers' ability to deliver high quality learning. Following a report from UCU on the eve of congress that looked at the human cost of casualisation, delegates reinforced their opposition to the use of zero-hours and other forms of casual contracts and vowed to continue campaigning on the issue.

While acutely aware of the broader financial and political context, members were resolute in their demands for improved pay and working conditions. The motions on pay moved at last month's conference reflected the fact that lecturers have suffered a 17 per cent real terms wage cut in recent years, equivalent to over £6,000 less in their pockets.

Delegates sent a strong message to the Association of Colleges that they are prepared to fight for better pay and conditions as part of a broader campaign for investment in further education.

Those attending the conference agreed that public spending reductions on skills learning represent a conscious political choice rather than a reflection of circumstance. Delegates rejected the politics of austerity and agreed that the focus for the year ahead must be on making the case for all kinds of FE.

The new government's aims for full employment and better lives for working families will simply not be achievable without greater investment in the skills which enable people to fulfill their potential.

Delegates agreed that there must be no compromise in defending job losses, because every lecturer who loses their job due to funding cuts represents the closure of hundreds of learning opportunities for students.

> **While acutely aware of the broader financial and political context, members were resolute in their demands for improved pay and working conditions**

With many difficult challenges on the horizon for the sector, the overriding message from UCU congress was one of strength in unity.

Delegates highlighted the need for the sector to present a united front, with employers, sector organisations, lecturers and learners working together to demonstrate the economic and social benefits of FE to politicians.

That challenge begins now.



STEPHEN EVANS

Deputy chief executive of the National Institute of Adult Continuing Education

What chance a sevenfold increase in FE loans?

Investment in learning by individuals was meant to go up with FE loans, despite FE budget cuts. But latest figures show the system isn't working, explains Stephen Evans.

Learning and skills have to be centre stage for the new government — helping people to achieve their ambitions; businesses to grow; and our economy to succeed.

So it is a national problem that the UK ranks 15th and 17th of the 34 Organisation for Economic Co-operation and Development (OECD) nations for literacy and numeracy, 19th for GCSE-equivalent skills, and 24th for intermediate skills (A-level equivalent). We rank somewhat better for degree-level skills, at 11th.

However, it is equally clear there will be much less public money around. Unprotected departments, such as business, innovation and skills (BIS), are likely to have cuts on broadly the scale seen in the last five years, where the FE budget was cut by around one third.

The cuts in the FE budget were accompanied by the introduction of Advanced Learning Loans and, while we await the details, many expect these to be extended below the age of 24 and for learning below level three.

But Advanced Learning Loans are about more than making cuts. They are intended to help increase investment in learning and skills by individuals — a longstanding public policy aim. And to put more power in the hands of individuals to shape provision to their needs. The intention is that, with some 'skin in the game', individuals will make more active choices for provision that will help them earn more and build their careers — getting a return on their investment.

So Advanced Learning Loans really matter.

This makes low take-up to date and the lack of wider coverage of this is worrying and disappointing. We have worked hard to shine a light on this. But latest figures show, despite a recent increase, that take-up remains relatively low.

The result is that in 2014/15 there were just over 60,000 applications for Advanced Learning Loans. For 2015/16, the Skills Funding Agency has £498m allocated for such loans. Given the average loan size is £1,160 this would require up to 430,000 people to take out loans in 2015/16 (although some people who first took out loans last year may be in the second year of a course, so fewer new applicants are likely to be required in practice). This would be a sevenfold increase.

So where do we go from here? We think there are three key reasons the current system isn't working and that need to be tackled.

Firstly, the link between learning and earning. People are more likely to invest in their learning if they can see how it will lead on to greater earning and link to their life and career goals. Yet information on the career and earnings destination of FE learners is not well developed, particularly compared to higher education.

Flexibility in learning is second. People (and employers) often want shorter, tailored provision, including modules of qualifications. And they want it delivered flexibly, fitting around their life and work. But the loans system funds only full qualifications, many of which are offered on fixed term timetables. Over time, this could build into a wider system of Personal Career Accounts.

> **Low take-up of FE loans to date and the lack of wider coverage of this is worrying and disappointing**

And thirdly, devolution. Learning and skills will have greater impact where it is integrated with wider support for social inclusion and economic growth — in other words matched to employer and local needs. We want to see cities and regions given power to provide wraparound career advancement support and tailor provision to local need.

Our skills base has long held us back as a nation. We need to do better to improve our economy and boost social inclusion. Advanced Learning Loans will be important in doing this, but they're not working as they need to at present. We need action so that people get the opportunities they need to improve their skills and build their careers.

CAMPUS ROUND-UP

sponsored by empra

Gloves are off for James

James Breckles with his winning poster

A talented graphic designer from Walsall College claimed the top award at a national competition after impressing with a poster design promoting the use of gloves for safety.

HND graphic design student James Breckles beat competition from hundreds of college and university learners from across the country in the contest run by The Worshipful Company of Glovers of London.

The brief was to design a "powerful and hard-hitting" safety poster which highlights the importance of wearing the appropriate protective gloves when performing potentially hazardous tasks.

James, aged 19, said: "I had a lot of fun creating my design and incorporating a super hero theme.

"Winning this competition is great as it is something I can put on my CV which will help me to stand out when applying for jobs."

James has been invited to a formal prize giving lunch at the City of London Livery Hall next month when he is due to receive his £400 cheque prize.





Dearne Valley College staff and students try to get comfy for a night of sleeping rough on campus grounds

Learners lose sleep over homeless

South Yorkshire college learners and staff raised more than £1,000 for charity by spending a night sleeping rough on campus grounds.

The team of 40 from Dearne Valley College did the 'sleep out' last month to raise funds and awareness for Safe@Last, a charity that works with young homeless people.

The sponsored volunteers had just cardboard, clothing and sleeping bags, as well as hot water and soups to keep them warm during the night.

Sports tutor and event organiser John Lund said: "It is important that our students understand that homelessness is a real problem, and one which some individuals at their age are facing for a variety of reasons."

The college rough sleepers were visited by staff from the Safe@Last charity who spoke about the work they carry out and the importance of fundraising events.

Snowdon heights provide fitting FE farewell

Outdoor adventure students from City College Norwich (CCN) pushed themselves to the limit in a farewell to FE expedition, writes Billy Camden.

Seeking to end their time at CCN on a high, 13 learners studying an outdoor adventure course completed the 'Summit to Sea' challenge, climbing more than 3,300ft to the summit of Mount Snowdon before cycling 377 miles back to Lowestoft.

The gruelling test was set and planned by the level three students to complete the expedition component of their studies.

Setting out from Norwich, day one saw the outdoor enthusiasts hike to the top of Mount Snowdon and then back down in around six hours.

The group then set up their tents at a local camp site, before taking on five days of demanding cycling.

"The fourth day was probably the hardest," said 18-year-old Henry Periam.

The team had to ride through the marshes of The Fens while struggling against an easterly headwind of about 30 to 40 mph, in "bitterly cold" conditions for 80 miles

"It was more mentally tough than physical," said Henry.

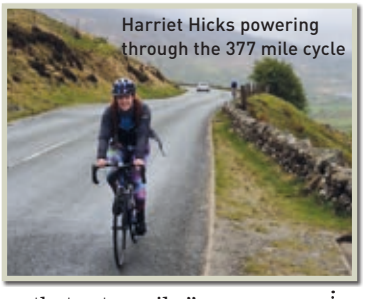


The team of outdoor adventure learners from CCN prepare to take on the 'Summit to Sea' challenge



The expedition crew reach the last leg in Norfolk

Pictured, from left: sports activities supervisor Phil Barnard, learners Anthony Iacovazzo, aged 17, Braden Kiddell, 18, Rory Townsend, 17, Louie Seago, 18, Mo Douglas, Ariella Watson, both 19, Henry Periam, 18, Kamil Goldyn, 19, Harriet Hicks, Emma Catling, Joe Chandler, all three 18, and outdoor adventure course leader Adam Williams. Not pictured are learners Sean Brammall, 20, and Dalton Stuart, 18



Harriet Hicks powering through the 377 mile cycle

"We would all get excited when there was a corner to block a bit of the weather out but no one moaned, we all just put our heads down and got on with it."

Harriet Hicks, 18, said: "The adrenaline was pushing me on and made me get through it.

"The physical side was hard but what spurred us on was having all of our friends there to encourage us to go that extra mile."

Course leader Adam Williams, who also took part in the challenge, said: "With the calibre of students that we had this year we thought we would do something a little bit special."

He said the expedition was particularly impressive because the students — who live in Norwich — were used to terrain "as flat as a pancake".

"For a group of students from Norfolk to complete this task at the most mountainous place in the country was definitely an eye-opener."

He also hailed his students' representation of their age group.

"It was the best I have ever seen a group of teenagers before. Everyone says that this generation are lazy, this, that, and the other, but this group proved that theory completely wrong," he said.

"No one quibbled of anything, they just got on with the task in hand and saw it as a challenge that they were going to overcome as opposed to moaning about it."

And the moment the team arrived back in Norwich was one to be remembered for all.

"Riding into Lowestoft with a group of students who had just completed something massive got me a little bit emotional," said Mr Williams.

"It was the first time in my career as a teacher that I felt like I could cry."

FEATURED CAMPUS ROUND-UP

DO YOU WANT TO BE IN CAMPUS ROUND-UP?

Send your stories with pictures to campus@feweek.co.uk including names, ages and course details of students where applicable

& MOVERS SHAKERS

Your weekly guide to who's new and who's leaving


Lise-Lotte Olsen (left) Julia Smith

Chelmford's Writtle College has a new governors' board chair in Julia Smith. Ms Smith, who has served as a governor since July 2010, took over from Lise-Lotte Olsen, who finished her term of office after eight years in the Essex college role.

"I very much look forward to this challenge as we enter an exciting phase in our history with the ability to award our own degrees and our ambition to further strengthen our FE provision, building on our very successful last Ofsted inspection," said Ms Smith.

"I am firmly on the side of the student and will be championing them throughout my term of office, making sure they get the very best education if they choose to study here with us at Writtle College."

Ms Olsen, a business and training consultant, said: "I wish Writtle College and the governing body every success going forward. Hopefully during my tenure as chair we have started to build a sound base for the future and I think Julia will be an extremely able chair to continue this process."

And Preston's College, in Lancashire, has appointed a new operations manager to coordinate its Istem (innovation, science, technology, engineering and maths) teaching provision in preparation for the opening of its new £13m Istem Centre in September.

Former Preston's College student Rebecca Kay responsible for ensuring high-quality teaching is delivered consistently across the curriculum in both traditional and non-traditional iSTEM subjects.

"A shortfall of suitably-skilled employees is already proving costly for businesses across Lancashire and our goal is to ensure more young people embrace iSTEM by focusing resources on the right areas," she said.

Meanwhile, specialist industry awarding organisation EAL has appointed Natalie Wilson as head of commercial development — a newly created position.

She will spearhead the company's revitalised commercial offering, formulate and execute strategy and liaise closely with EAL's sister organisation Semta.

She has spent four years working as EAL's product innovation manager.

"I am delighted to be appointed to this position which will enable me to utilise my knowledge and experience to the full," said Ms Wilson.

Julia Chippendale, EAL managing director said: "Natalie brings a wealth of experience and knowledge of the skills arena and sectors we operate in. She has a finely focussed vision of how we will evolve — and an extraordinary drive to deliver."

And at Walsall College, senior manager of sport has been appointed the new chair of the Association of College's (AoC) West Midlands Sport Network.

Rayna Crawford-Jones, who is responsible for shaping the sport curriculum at Walsall College, will lead the group — made up of staff with responsibilities for curriculum delivery as well as sports facilities and student participation at 38 colleges across the West Midlands.

She said: "I'm delighted to have been selected to Chair the AoC Sport West Midlands Network. I am looking forward to helping develop the strategy for sport and making sure that we take a whole organisation approach to sport within colleges."


Rebecca Kay


Natalie Wilson


Rayna Crawford-Jones

To let us know of any new faces at the top of your college, independent learning provider, awarding organisation or other sector body email news@feweek.co.uk



JOBS

Bradford College is Bold, Different and Distinctive

Bradford College

TWO NEW AND LEADING ROLES: FE PRINCIPAL AND HE PROVOST

Bradford College has always taken a lead, responding to challenge and opportunity in order to offer better options and outcomes for students, employers and communities. Now, we intend to embrace fully the new agenda around skills and to link growth in skills to the fullest range of qualifications across FE and HE.



A New Context

Expectations of colleges are being re-defined. How we operate in the future will be different, and with new expectations. Inclusion, progression and employability will underpin our offer to students. Our unambiguous ambition is that the College is the catalyst for skills development and socio-economic change in Bradford and its wider region.

Our Response

Bradford College is re-positioning itself. Already, we have 20,000 FE students and over 3,000 HE students, and an established position in Teacher Education. We are distinctive because of the scale of our activities, particularly having the largest HE cohort in colleges. Our success criteria will focus on the attractiveness of our offer to students, their employability and the progression opportunities offered to them.

Our engagement with employers and stakeholders will continue to be exemplary, and the existence of the Bradford College Group presents the creative opportunity for the College to develop further its interfaces. Delivery of our curriculum is enhanced already through recent and substantial investment in new facilities. We will continue to be at the leading edge of learning and teaching, incorporating best use of new technology and innovation.

THE ROLES

FE Principal

Leadership will focus on maintaining an agenda of inclusion, achievement and progression. Equally, we provide a platform of skills for the local and regional economy and sustaining curriculum agility will be a priority. On the basis of a recent, successful Ofsted Report, we require our provision to be rated as 'Outstanding' within three years.

Leadership will require awareness of curriculum dynamics and the ability to convert market intelligence into established provision. Our transition to 'Outstanding' requires clear delivery of added value to our students. Above all, our FE provision has always to balance the priorities of being responsive, coherent and effective.

HE Provost

We are making a statement. Our continuing development will see alignment of higher order skills with a full range of qualifications at HN, Foundation, Undergraduate and Postgraduate Degree levels.

Our success criteria will be the extension of inclusion; heightened outcomes achieved by our students; recognition by employers that they are in our line of sight; and the capacity of students to progress to further study.

We will enhance the status and reputation of the College. We will move beyond compliance and provide a new pattern of higher education, fully engaged with the expectations of students and employers in the region.

Our Expectation

We expect to appoint individuals who are recognised leaders in the field of FE and HE, respectively. Proven leadership skills will sit alongside the ability add distinctive value and to take the impact of the College to new levels. In return, we offer an opportunity unparalleled in the sector and unremitting professional satisfaction.

Salary: Competitive + Benefits

How to Apply

A Candidate Pack is available at **www.bradfordcollege.ac.uk/about/jobs**

Interested applicants are encouraged strongly to contact our Retained Consultant, Professor Bill Wardle at bill@billwardle.com or Tel: 07777642100

Closing Date is Noon on 29 June 2015

For the FE Principal interviews, Thursday 9 July and Friday 10 July

For the HE Provost interviews, Monday 13 July and Tuesday 14 July

JOBS

Take a fresh look at your career

HEAD OF CURRICULUM (FE)

Writtle College
A partner of the University of Essex

£46,400 - £53,765 per annum
Full-time, 37 hours per week (1.0FTE)

Foster excellence, work together and deliver results!
Are these leadership behaviours in your toolkit? Then we want to hear from you!

Writtle College is seeking to appoint an ambitious, aspiring leader to the post of Head of Curriculum (FE). We have a highly experienced FE team, experts in their chosen fields, and our specialist curriculum is one of our greatest assets. We are looking for a curriculum expert to inspire our team, and to push the curriculum boundaries even further.

Reporting directly to the Vice Principal (Academic), as a key postholder you will play a crucial role in leading the FE curriculum strategy, ensuring we maintain high-quality standards and student and employer satisfaction rates. You will also play a key role in driving forward our employability initiatives, enhancing our already excellent links with employers and professional bodies, and ensuring that we continue to deliver an outstanding student experience.

This is an excellent opportunity for an aspiring leader to play a key role in continuing to raise standards and enhancing further the College's reputation for high-quality specialist education and training.

To succeed in your application it is essential that you have a proven track record of managing and leading a Further Education division, and are ideally educated to at least degree level or equivalent.

For more information on this role, other opportunities and Writtle College, please visit our website: **www.writtle.ac.uk** For an application pack, please email: **HR@writtle.ac.uk** or call the Human Resources Department on **01245 424208.**

Closing date for applications: 26 June 2015. Interview date: 21 July 2015.

Writtle College strives to be an Equal Opportunities employer. All applicants who are offered employment will be subject to a criminal records check from the Disclosure and Barring Service. This college is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

Positive About Disabled People

Hull College Group

Group Director - Quality and Standards BLUG25303

Based at Hull with travel to other sites when required — **Salary: circa £75k**

With a turnover of circa £55 million and over 30,000 students, the Group, which incorporates Hull College, Harrogate College, Goole College, University Campus Scarborough and HCUK Training is for innovative and enterprising people, enabling excellent learning for employability and social fulfilment.

As part of our strategic focus on being first choice for learning, we are seeking an exceptional leader to build on their existing outstanding quality and drive the College to the next level of success.

We are looking for a committed and dedicated leader who will work alongside our College Principals and Managing Director to enhance standards in teaching and learning, with a relentless focus on ensuring that all of our students get a personalised experience, achieving the best results they can.

Application forms are available via the Group's website and should be completed in full and submitted.

Closing date: Monday 15th June 12 noon

matrix 157 group Ofsted Outstanding 2007/2008

Could you be **central** to our success?

Lecturer in GCSE Maths

£27,849 - £31,344
plus £610 College Weighting

The College is seeking to appoint an enthusiastic and inspiring Maths Lecturer to join our team. The successful candidate should be capable of teaching GCSE maths and have experience in Functional skills.

Flexible hours and days offered.

Closing date: Friday 19th June 2015

Please send your CV to:
Amanda Robinson, HR Department, Central Sussex College, College Road, Crawley, West Sussex, RH10 1NR.
Email arobinson@centralsussex.ac.uk or apply online via www.centralsussex.ac.uk

There is a £3k Recruitment payment for both roles with the eligibility for a £3k bonus in your second year with the college.

CENTRALSUSSEXCOLLEGE

Sunderland College



Principal & Chief Executive

Competitive salary

With more than 15,000 students and a £40m turnover, a new City Centre Campus opening next year and a strong balance sheet, Sunderland College is well placed to continue moving forward with confidence. As a College at the heart of the Sunderland community and economy, we are an integral partner in the north east and seek to further strengthen our role in the region. We are immensely proud of the achievements of our students, our dedicated staff team and our partners.

We now seek to appoint a new Principal and Chief Executive to lead Sunderland College and ensure we remain positioned to meet the challenges of a dynamic sector. As further education adapts to a new way of working, partnership working and collaboration has never been more important. With experience of building partnerships and making strategic goals an economic and financial reality, a credible candidate will bring an innovative approach and appreciate the potential of Sunderland College. As an outstanding communicator, the successful candidate will be required to build on our strong and diverse range of external stakeholders and further position Sunderland College as a key business partner across our region.

You must bring a passion for working with young people, an understanding and empathy with education and inspiring a new generation, and with an exceptional track record of leadership and management, you will be strongly committed to a fair, open and respectful culture.

This role presents an outstanding opportunity for an individual with ambition, drive and vision to lead one of the largest colleges in the country.

To find out more, please visit **www.sunderlandleadership.com** or call our advising consultants at GatenbySanderson, **Paul Aristides** on **020 7426 3987** or **Elliott Rae** on **020 7426 3964** for a confidential discussion.

Closing date is 18 July 2015.

GatenbySanderson

JOBS

Suffolk County Council

Raising Participation Manager - Suffolk

£45,486 **Ref: S/1345287TH/DBS** 37 hpw

Suffolk is nationally recognised as a place that is at the forefront of innovation in skills and employment policy. We are seeking an experienced further education manager who can provide the professional leadership for the Post-16 sector in Suffolk and ensure our Participation Strategy is successful. You will be passionate about changing the lives of young people through education and training and will have innovative and ambitious ideas about how to enable all young people in Suffolk to continue in learning and make a successful transition into work.

You will:

- be part of a successful, high performing team who are working with national Government and our Local Enterprise Partnerships to ensure that our residents have the skills they need for sustainable work and our growing economy has access to a skilled workforce
- lead our community of colleges and training providers to ensure our post-16 offer is the best it can be and work with a wide range of partners to implement effective strategies to support young people into training and work
- manage a team responsible for opening the eyes of young people about future career opportunities through our work inspiration programme and make Suffolk a leader for best practice careers guidance.

Apply online at www.suffolkjobsdirect.org or call 03456 014412 quoting the job ref.

For an informal discussion only, please contact Judith Mobbs on (01473) 264317.

Closing date: 18 June 2015. Interview date: 29 June 2015.

This authority is committed to safeguarding and promoting the welfare of children, young people and vulnerable adults and expects all staff and volunteers to share this commitment. DBS checks or police vetting will be required for relevant posts. Suffolk County Council - welcoming diversity.

Apply online at: **www.suffolkjobsdirect.org**



TO PLACE YOUR NEXT RECRUITMENT ADVERT WITH FE WEEK, CONTACT HANNAH ON 020 81234 778

WMC The Camden College

new JOBS

New vision, new plans…new opportunities.

We have a number of exciting new roles available which offer the opportunity for you to join our expanding provision. If you are an organised, enthusiastic team player, able to work flexibly to deliver outstanding learner outcomes and share our mission of sustaining an inclusive learning environment, we would really like to hear from you!

Fashion and Craft - Curriculum Manager

Salary £32,142 - £36,162 per annum

We are looking for a qualified and inspirational teacher of Fashion and Craft who is an experienced manager. We want you to develop our courses for adult learners which include: Fashion, Ceramics, Glass, Picture Framing, Jewellery, Woodwork and Floristry. Adopting a culture of continuous improvement, you will be bringing new ideas for alternative types of provision across the department, as well as developing the quality of our existing offer which includes non-accredited and accredited courses in Floristry Level 2 and the Fashion pathway on our Foundation Diploma in Art and Design (EDEXCEL Level 3).

Closing date for this post 12 noon Friday 19th June - Interviews week commencing 29th June

Sessional Tutors £26 per hour (including holiday pay), Classes start September 2015.

All applicants must hold a teaching qualification, have knowledge and experience of teaching adults and be able to work various times/days.

VOCATIONAL POSTS:

- **Business** teaching Preparing for Work Level 1, Retail Level 1, Business Enterprise Level 1 and 2, Business/Medical Administration Level 2, ILM Management Level 3 (various times/days).
- **Childcare/Supporting Teaching and Learning in Schools** Level 2 (two days per week).
- **Childcare** Level 1 (two days per week).
- **First Aid** Emergency and Paediatric (various times/days).
- **Food Safety** (Some Saturdays throughout the year).
- **Hospitality** (various times/days).
- **Health and Safety** (various times/days)
- **Health and Social Care** Level 1 (one day per week).
- **Hair and/or Beauty** must hold an assessor's award. Subject specialism in the following would be an advantage: Photographic/ Special effects Make up, Barbering, Hair extensions, HD Brows, Cutting, Colouring, Nail art/ Nail Extensions and Threading (various times/days).
- **Hairdressing** Level 2 Certificate (Saturday and one evening).
- **Hair and Beauty** to teach at HMP Holloway for an immediate start teaching on a range of Level 1 and Level 2 accredited courses. You will need to have experience of working with challenging students.
- **Science** Access to Health and Human Sciences (various times/days).
- **Sociology** Access to Health and Human Sciences (various times/days).
- **Youth Work** Level 1 (two days per week).

ARTS & HUMANITIES POSTS:

- **Art and Design Foundation Diploma** Fashion Design, Graphic Design and Media Production (various times/days).
- **AUTOCAD** (Wednesday evening and Friday afternoons)
- **Design with Adobe** a design practitioner with experience in all elements of Adobe CC (Wednesday afternoons).
- **Floristry** Level 2 (Tuesday afternoons).
- **Latin** (Thursday evenings).
- **Metalwork (Jewellery)** Introduction (various times/days).
- **Silversmithing** Introduction (Friday mornings).
- **Weaving Introduction** (Tuesday evenings).

FOUNDATION LEARNING POSTS:

- **ESOL** Classes run at various schools and community centres in or around Camden (various times/days).
- **English and Maths** Level 2 Certificate - To assess and teach English and Maths functional skills to adults. Must be fully qualified with relevant subject specialism (various times/days).
- **English and Maths GCSE** To teach GCSE Maths and English to adults. Must be fully qualified, with experience of teaching and assessing in post 19 sector an advantage (various times/days).

Closing date for Sessional Tutors posts is 12 noon Friday 19th June

Interviews: between 29 June and 20 July

For further details and to apply for one of the above posts please contact: jturner@wmcollege.ac.uk

Or please download further details and an application pack from our website: www.wmcollege.ac.uk

When you have completed your application you can email it to jturner@wmcollege.ac.uk or send it by post to Jo Turner, Working Men's College, 44 Crowndale Road, NW1 1TR

WMC The Camden College

The same... OUTSTANDING! College Ofsted Outstanding College 2012|2013

WMC actively strives to be an equal opportunities employer and welcomes applicants from all sections of the community. All appointments will be solely on merit. Registered Charity No. 312803.

Tube: Mornington Crescent 2mins / Camden Town, Euston & St Pancras 10 mins

Connect with us: WorkingMensCollege @WMCollege

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JOBS

Learning Curve Group

www.learningcurvegroup.co.uk

Maths and English Associate Tutor

We are recruiting across the country for English and Maths Associate Tutors.

For more information, or to apply, please contact
hr@learningcurvegroup.co.uk

Or call:
01388 777 129

Job Description and Role:

Learning Curve Group require Associate Tutors in Maths and English to deliver a range of qualifications within our flexible learning portfolio at Level 1 and Level 2. All qualifications are nationally accredited through NCFE and include Level 1 certificates and functional skills at Level 2.



Are you?:

A candidate who holds a degree, a teaching qualification and have a subject specialisation at Level 5.

We are also looking for an individual who is:

- Experienced in teaching and assessing in a post-16 environment
- Self-managing and flexible in their working approach
- Passionate about Maths and/or English and experienced at delivering flexible learning programmes
- Proficient in IT
- Able to work on a self-employed flexible basis

ncc skills

FULL TIME MATHS & ENGLISH TUTOR/TEACHER - £35,000PA OTE

LOCATION: ENGLAND

Due to the outstanding successes of our work to date, we are looking to recruit a new team of 15 experienced Skills for Life tutors.

You will be delivering English and Maths from Entry Level through to Level 2, contextualised with a vocational award. Some delivery will be in the Health and Social Care sector, and therefore any experience in the H&SC sector would be an advantage but not essential.

The role will be working on a peripatetic basis, delivering in your region. Willingness to travel and your own transport are essential.

ESSENTIAL CRITERIA – PLEASE DO NOT APPLY IF YOU CAN'T COMPLY:

- Full time ONLY with flexible hours
- Have achieved a recognised full teaching qualification – Cert Ed / PGCE / DTLLS or equivalent
- Experience in teaching English and/or Maths
- Outstanding personal written and verbal communication skills
- A driving license and access to your own transportation

HIGHLY DESIRED CRITERIA:

- Experience of working with adult learners
- Working towards or have achieved a Level 4/5 Subject Specialist qualification in Literacy and/or Numeracy
- Excellent ICT Skills

The successful candidate will also be required to have a valid DBS Clearance Check.

In the first instance, please send an email outlining your recent relevant experience together with your CV.

NCC Skills Ltd is an Equal Opportunities Employer

No agencies please **amanda.fisher@ncc.ac.uk**

www.ncc.ac.uk

Palmer's COLLEGE

Palmer's College is a successful and independent sixth form College in Thurrock, providing excellence in education for over 2000 students aged 16-19 years. We pride ourselves on maintaining a high quality workforce to help our students reach their full potential.

TEACHING POSTS TO COMMENCE 1st SEPTEMBER 2015

Permanent, full time roles

Salary Range – Up to £37,982 per annum

Teacher of English

We are looking to appoint a qualified full-time English Teacher with experience of teaching English to at least GCSE Level. The successful application will also demonstrate the ability to offer at least one of the following to A Level: English Language, English Language with Literature, English Literature.

Teacher of Mathematics

We would like to appoint an enthusiastic maths teacher who wishes to join a strong, dynamic, supportive and successful department to contribute to the excellent learning environment we provide for our students.

You will have the opportunity to teach A level Maths and Further Maths, A level Use of Maths, GCSE and Level 1 Maths courses. You will be provided with support to develop your own teaching and learning and will be working within a team that is forward thinking, shares ideas and is willing to try out new approaches to teaching, learning and assessment.

Due to the time of year, interviews will take place on a rolling basis, as applications are received.

A full application pack can be downloaded from the Palmer's College website at **www.palmers.ac.uk/vacancies.** You can contact the HR Department on **01375 370121 ext 226** if you are unable to do so. Please return your application and monitoring questionnaire either by e-mail to **personnel@palmers.ac.uk** or by post.

Please note that CVs will not be accepted

Palmer's College is committed to equal opportunities and safeguarding young people

reigate • college

Situated in the heart of one of Surrey's traditional market towns, Reigate College is one of the most successful sixth form providers in the UK. Described by Ofsted as "outstanding" on every measure we are a Teaching School and a Beacon College, known for quality, success and innovation.

TRAINEE TEACHER OF MATHEMATICS
Available September 2015. Full-time, fixed term until July 2017.
Salary whilst training: up to £17,646 per annum

The College has substantial, successful experience of training teachers. Applicants must have a relevant degree and must be able to demonstrate a commitment to a career in teaching. The trainee will be given a fixed term contract over the training period and will divide their time between teaching and learning support duties.

Please see Jobs at Reigate College at www.reigate.ac.uk for further details and an application form. Closing date: 9.00 am on Thursday 18th June 2015.

Reigate College, Castlefield Road, Reigate, Surrey, RH2 0SD.
e-mail: jobs@reigate.ac.uk
website: www.reigate.ac.uk

LSIS BEACON · POSITIVE ABOUT DISABLED PEOPLE · INVESTOR IN PEOPLE



FE Week Sudoku challenge

How to play: Fill in all blank squares making sure that each row, column and 3 by 3 box contains the numbers 1 to 9

5							9	
	6			2	8	1		
2		3			4			
			2	6				4
	5						3	
8				4	3			
			4			2		6
		9	8	7			5	
	2							7

Difficulty: **EASY**

	6			2			1	7
			3			4		
		4			6	8		2
			9					1
				7				
7					5			
5		8	6			7		
		6			8			
2	3			1			5	

Difficulty: **MEDIUM**

Solutions: Next week

Last Week's solutions

1	8	7	6	5	9	3	4	2
5	2	6	1	3	4	9	8	7
3	4	9	2	8	7	1	6	5
7	9	3	4	6	1	2	5	8
4	1	2	5	7	8	6	9	3
8	6	5	9	2	3	7	1	4
9	7	4	8	1	2	5	3	6
6	3	8	7	9	5	4	2	1
2	5	1	3	4	6	8	7	9

Difficulty: **EASY**

2	1	3	6	5	9	8	4	7
6	4	5	8	7	3	1	2	9
7	9	8	2	4	1	6	5	3
1	2	9	5	3	8	7	6	4
5	6	7	9	1	4	2	3	8
3	8	4	7	2	6	5	9	1
4	3	2	1	6	7	9	8	5
8	7	6	3	9	5	4	1	2
9	5	1	4	8	2	3	7	6

Difficulty: **MEDIUM**

Spot the difference
to WIN an FE Week mug







Spot **five** differences. First correct entry wins an *FE Week* mug. Text your name and picture of your completed spot the difference to 07969 166 374.

Last week's spot the difference winner was Jess Bridgman (pictured right), head of education and skills at Policy Connect, in London.

